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ABSTRACT

The document contains the final report of the establishment of instructional centers for schools of Arizona's Gila River Indian Community. The project was made possible through Title III funds of the Elementary and Secondary Education Act and was intended (1) to provide programs, services, and materials for making learning experiences more meaningful in terms of Pima culture and (2) to develop instructional materials centers for the schools of Gila River Indian Community: Casa Blanca Day School, Gila Crossing Day School, Pima Central, and St. John's Indian School. Among the topics discussed in the document are developing instructional materials centers, cultural heritage, art education, educational media, reading, science, and social studies. The document concludes with a description of consultant services, an evaluation report, and recommendations for future consultants' services and/or programs. (FL)

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A FINAL REPORT

for an
Elementary and Secondary Education Act Title III Project
on

INSTRUCTIONAL CENTERS FOR PIMA CULTURE

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EDUCATION & WELFARE
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Final Report: Academic Year 1968-69

INSTRUCTIONAL CENTERS FOR PIMA CULTURE

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FOREWORD

The Elementary and Secondary Education Act, Public Law 89-10, 1965, was an Act under which Congress appropriated financial aid to schools, particularly those in deprived areas. Since the original Act did not contain a provision for schools operated under the Bureau of Indian Affairs and/or Mission Schools in unorganized territories to receive financial aid, an amendment was passed for the school year 1966-67, making it possible for the previously mentioned schools to become eligible for financial aid. This amendment has been commonly termed the "Indian Amendment".

Public Law 89-10 provides financial aid under four different Titles. They are described briefly as follows:

Title I funds may be used to hire additional staff for special services, acquire equipment and supplies, and for other purposes designed to meet the needs of educationally deprived children.

Title II funds are available for school library resources including audio-visual materials, printed instructional materials, library books, and textbooks under certain circumstances.

Title III funds provide for the development of innovative and exemplary educational programs to serve as models for regular school programs. This particular report represents such a program.

Title IV funds are available to assist in the research and training aspects of improving educational programs.

The area to be served by this particular program is contained on the Gila River Indian Community. A major portion of this Reservation lies in Pinal County and the remainder in Maricopa County, Arizona. The local educational agencies to be served by this program are St. John's Indian School, Case Blanca Day School, Gila Crossing Day School, and Pima Central Day School.

J. Lewis Monical

J. Lewis Monical
Acting Assistant Area
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CHAPTER I

INTRODUCTION

An element most often missing in the educational programs of schools serving populations composed largely of minority groups, is any serious attempt to convey an understanding of the culture from which they have evolved and the contributions their past and present cultures have made and are making to the total culture. It is rather generally accepted that a major problem of minority groups relates to self-image. One of the important factors of self-image is the way in which the individual sees himself as a part of a particular segment of society and his importance is contingent upon the importance he sees for his sub-culture within the total culture.

The major overall objective of this project was to assist the Pima Indian adults and children residing on the Gila River Indian Reservation to develop a positive self-image and a sense of pride through better knowledge, understanding, and appreciation of the Pima culture and the contributions it has made. The Pima Indians and their ancestors, the Hohokams, lived in the Gila River and Salt River Valleys of Arizona from at least 100 B.C. Their skill in farming and extensive use of irrigation made them wealthy compared to neighboring tribes and they developed a highly sophisticated culture. When the white man began

building dams on the headwaters of the Gila River, the Pimas irrigation was interrupted, crops failed, wealth diminished, and the culture deteriorated. By comparison to others, the Pimas have been quick to adjust to modern ways, but they have never recovered their previous level of culture and self image.

Mr. John O'Brien, Educational Program Administrator, Solano Haugh, O.F.M., Superintendent of St. John's Indian School, and the Gila River Indian Education Committee have proposed plans for improving upon a reservation educational program which would attempt to improve the self-image of the Pima Indian and cause him to become reacquainted with his culture and his heritage.

Title III of PL 89-10 has made it possible for the Bureau of Indian Affairs, Pima Agency-Branch of Education, and the Bureau of Educational Research and Services at Arizona State University to provide programs, services, and materials which will cause learning experiences to become more meaningful in terms of Pima culture.

Kendall Cumming

Kendall Cumming
Superintendent
Pima Agency
Sacaton, Arizona

CHAPTER II

DEVELOPING INSTRUCTIONAL MATERIALS CENTERS

The major purpose of this project has been to develop and operate Instructional Materials Centers for the schools of the Gila River Indian Community. Such Instructional Materials Centers would serve as libraries, museums, and centers for the development of instructional materials specifically designed to place emphasis upon the Pima Indian culture for the children and adults of this particular Indian Reservation.

The objectives of this project were to enable Pima Indian children and adults to:

1. develop an awareness of the important elements of the Pima culture.

2. learn of the history of the Pima nation.

3. develop interest in the redevelopment of the art of basket weaving, pottery making, and other skills indigenous to the Pima culture.

4. develop a knowledge of the Pima language, both as a means of communication and as a gateway to the culture.

5. develop an understanding of the relationship that exists between the Pima culture, other Indian cultures, the culture of Southwestern United States, and to the total American culture.

6. develop a knowledge of and an appreciation for the contributions the Pima culture has made to the various other cultures with which it has come in contact.

7. develop a positive self-image as a result of the realization of the important roles Pimas have played and are playing in their own culture and in the cultures about them.

8. develop a sense of pride in being a Pima and a desire to maintain those elements of the Pima culture that will make a positive contribution to himself and the world about him.

In order to accomplish the previously stated objectives, it was appropriate to establish certain procedures which seemed to be desirable. Such procedures included:

1. bringing together as many elements and artifacts of the Pima culture, past and present, as may be found or reconstructed.

2. developing educational displays, exhibits, specimens, replicas, materials and processes to illustrate elements of the Pima culture to school children.

3. bringing in experts in the arts of pottery making and basket weaving to demonstrate these processes.

4. developing a library of audio tapes of Pima history, narrated in Pima by "old-timers" who have lived it, and by others who are knowledgeable concerning it.

5. developing, on tape, oral histories of the Pima villages as they are now, and slide copies of old pictures showing them as they may have been.

6. beginning the development of a library of the Pima culture which will eventually include all kinds of materials written by Pimas and others.

7. developing a few motion pictures of Pima culture, past and present.

8. creating a display of Pima houses, past and present illustrating methods of construction.

9. preparing instructional materials in the form of pictures, posters, slides, tapes, exhibits, and demonstrations which will make possible productive use of the above collections as vehicles of instruction in the classrooms of the schools.

10. provide the space, equipment, materials, and know-how for teachers to prepare their own instructional materials as the need arises.

To accomplish the above objectives and procedures, the Pima Agency, Branch of Education at Sacaton, Arizona, subcontracted with the Bureau of Educational Research and Services at Arizona State University for consultant services and/or programs necessary to accomplish the objectives related to helping the Pima Indian school children develop a positive self-image and sense of pride through better knowledge, understanding, and appreciation of the Pima culture and the contributions it has made. Program planning was a cooperative effort involving Arizona State University personnel, Bureau of Indian Affairs, Pima Agency personnel, and other selected professional service personnel required to accomplish the objectives of the project, specifically the services and/or programs included the areas of reading, art, social studies, science, audio-visual education, anthropology, and Instructional Materials Centers specialists and personnel. A report of their activities will follow in the chapters presented in this Final Report.

John R. O'Brien

John R. O'Brien
Educational Program
Administrator
Pima Agency
Bureau of Indian Affairs
Sacaton, Arizona

CHAPTER III

INSTRUCTIONAL MATERIALS CENTERS

Mr. Thomas Buchanan
Project Coordinator

General Objectives of the Instructional Materials Centers

The purposes of the Instructional Materials Centers are:

1. The collection and housing of artifacts of the Pima culture--pottery, basket-weaving, tools, weapons, clothing, etc.
2. Development of museum displays of various artifacts.
3. Development of descriptions of the operational sequences in the making of pottery, baskets, etc., as was done in the past.
4. Facilities for the reproduction of such artifacts.
5. Collection and assembling of the historical facts, stories, and myths from the heritage of the Pima.
6. Preparation of instructional media, devices, techniques, and displays for conveying the elements of this heritage to young and old.
7. Inservice education for teachers who will be instructing school children and adults in any of the above mentioned areas.
8. Instruction, especially for adults, in any of the above areas.
9. To serve as a resource center, library, and instruction materials center with respect to instruction in these topics in the school program and in adult programs.

Description of the Main Instructional Materials Center

Starting in a rectangular (20' x 74') room filled with band instruments, music stands, and misfit furnishings, the

Sacaton Instructional Materials Center began its function with the start of the school year in September, 1968.

In addition to the large aforementioned room, a connecting kitchen-darkroom, as well as a half-filled adjoining storeroom, 9' x 12', were assigned to the Center's operations.

Later on, the Center received the use of an 11' x 12' erstwhile soil laboratory. Although this room was entered by going outside to the entry door, it was adapted for an office for the coordinator, and more important, due to the shelf-filled walls, it became the depository for most of our supplies.

Due to the planned Arts and Crafts Center to be established at the intersection of the Case Blanca Road and the Interstate 10 highway, no effort was made to relocate the very fine collection of baskets and artifacts that are presently on display in the halls of Pima Central Day School and the exhibits in the Gila Crossing Day School. These materials will be a part of the Arts and Crafts museum area. Due to lack of budgeting, efforts were not made to obtain additional artifacts.

Description of the Programs Within the Instructional Materials Centers

The bringing "together as many elements and artifacts of the Pima culture, past and present, as may be found or recon-

structed" was started with the acquisition of photographic materials involving basketry, pottery, weaving, cockery, and agriculture, as well as social activities such as the Pima dances.

A file of "Pima Indian resource speakers" now has fifty names. Photographs of these individuals as well as audio tapes of their stories still need to be made.

"Educational displays, exhibits, specimens, replicas, materials..." have been developed as photographic and overhead projection aids to fit the educational units as requested by the consultants. Slides and dittoed materials have also been used.

"Bring in experts in the arts of pottery making and basket weaving to demonstrate these processes." Due to a lack of materials, these demonstrations have been made primarily in the area of adult education. Hopefully, these subjects will be presented in the project schools, by personal participation as well as by films during the coming year.

"Develop a library of audio tapes of Pima history, narrated in Pima by 'old-timers' who have lived it and by others who are knowledgeable concerning it." In as much as it isn't possible to pay the desired amounts for each individual who can give some part of the Pima history, this program is the slowest developing of all. A few persons can be paid, but when this is done, payment is then requested for each item as well as each photograph

or song (twenty-five dollars per song, fifty dollars for each individual dancer in a troupe of twelve dancers). Many Pimas resent the persons who have been published as they feel that their stories and their legends have been told for the profit of a very few persons. Much work remains to be done in this area during the next year of the project.

"Begin to develop a library of the Pima culture which will eventually include all kinds of material written by Pimas and others." Including books, magazines and pamphlets, the library section has approximately two hundred titles. Much of this material can be duplicated in quantity for educational purposes.

"Develop a few 8mm. motion pictures of Pima culture, past and present." Present films of gathering basket materials are adequate without sound synchronization, while silent film of Pima dancing shows the lack of sound accompaniment. In order to minimize the cost of producing sound films, this program has been enlarged to include video tape recordings in the instance where sound is a vital element, i.e., dancing and other activities which require complete synchronization of sound with action.

"Prepare instructional materials..." As previously outlined, these materials have been produced as required for use in the educational units as well as having been produced in the form of slides, overhead transparencies,

black and white photographs, and photo-copies of pictorial and/or printed materials currently available to the Instructional Materials Centers. These items total more than one thousand.

"Provide the space, equipment, materials and 'know-how' for teachers to prepare their own instructional materials as the need arises." Facilities for dry-mounting, laminating, lifting, color-slide photography, black and white photography, thermofaxing, photocopying, dittoing, and mimeographing are available for teacher and teacher aide use. Assistance in the know-how of these facilities is almost constantly available. Teachers are encouraged to send their students to the center, and the center personnel will instruct the students in the use of our equipment. Consequently, fourth grade students are doing such things as thermofaxing, preparing spirit masters, and running the ditto machine.

Evaluation of the Instructional Materials Center Program

Good foundations have been prepared in all phases of the program. Much source information has been acquired and with further development of these sources, many of the information gaps will be filled.

The future will require concentration on audio and video recordings as well as 8 mm. film making. Future development of visual aids has an excellent foundation.

Further emphasis will be needed to continue and to increase teacher utilization of the centers' facilities.

CHAPTER IV

CULTURAL HERITAGE

Mrs. Adelaide Bahr, Consultant
Social Anthropologist
Tempe, Arizona

Objectives

The responsibilities of this consultant as a social anthropologist were:

1. To encourage the development in the students of a sense of identity as Indians through the study of their past.

2. To help the students understand the relationships and the contradictions between the Indian and the Western ideological world as a first step towards the planning of their future.

These responsibilities developed out of the two assumptions that were discussed at length in the report last year:

1. Indians live and operate in two ideological worlds, one Indian, the other Western.

2. Knowledge of one's past and cultural tradition helps the student develop a sense of identity, and thus helps him in making decisions about his future.

These goals can be translated into the following more specific objectives:

--To create an awareness of these problems among students and teachers.

--To increase the knowledge about Pimas and Indians among students and teachers.

--To stress the importance of Pima land to their past and future.

--To place the history of the Pimas in their proper historical perspective.

--To use Pimas as sources of information and instruction.

The following were operational goals:

--To encourage student contributions of their own reflections and experiences and avoid parrot-like repetitions of facts.

--To encourage students to relate their experiences in and out of school.

--To encourage verbal expression and presentation in school performances.

--To involve the teachers in the preparation of the units.

Description of Consultant Activities

This consultant's activities throughout the year were devoted to the production of two units. The units will be stored in the Materials Center and can be reproduced and used in future years by any teacher who needs them. The units are almost completed and will be ready in their final form by the end of this year.

The choice of topic was arbitrary; it arose out of the specific needs of the two teachers who helped in developing the units. The units, however, do conform with the objectives stated above.

The consultant assembled all the information and all the relevant materials for the teacher. She also prepared most of the transparencies and slides with the help of the staff in the Materials Center. The teacher and the consultant

Arnold Allison, school attendance officer and Pima Indian aide on this Title III project, stands beside burial stone of early Pima Indian medicine man. Burial spot is located near Bapchule, Arizona, on the Gila River Indian Reservation.

A Pima Indian pupil shows a "calendar stick" which has been used in a lesson. In times past, the Pima Indians used such a stick to help them keep track of the passing of time.

Mr. Allison is standing in front of an ancient irrigation canal located on the Reservation. Irrigation canals like this one helped the early Pima civilization flourish.

discussed the basic ideas of the units and their purposes. The teacher was responsible for the presentation to the class for the discussion, and for supervising the students in their projects. The projects were suggested by the consultant. The consultant will be responsible for assembling the material in its final form together with the recommendations of the teachers on how to present them.

Unit for the 4th Grade. Teacher: Mrs. Youngman. (Duration, all year at irregular intervals.)

The unit stressed that all people have some basic needs and use their skills and the land around them to fulfill these needs. As needs and skills change, the use of the land also changes. Pimas were used as the concrete examples.

The unit dealt with the following aspects of Pima culture:

1. Historical record and spoken narrative, the calendar stick.
2. Houses
3. Clothing
4. Food

Three points of reference were used: The old time Pimas, the Pimas of the last 30 years, and recent Pima trends as illustrated by tribal plans and programs.

It was shown that as needs change, the way the Pimas use the land around them also changes. Yet, land always remains an important point of reference.

The historical record was used to introduce the students to the unit and catch their attention. It gave the opportunity to talk about some of the things the people considered meaningful, which referred to the land and to getting food. Vocal narrative was stressed. A student was chosen to be the keeper of the calendar for the rest of the year. He carved it on a saguaro rib. He chose to stress many events that had taken place outside of school. This suggested that other students might contribute similar narratives and that these could be used as reading material. It turned out to be impossible to collect the stories since the class was unusually large. This remains to be done next year.

The discussion of housing stressed the different uses of native materials through the passage of time and changes brought about by the use of money. Mrs. Brown, from the Pima housing office, talked to the class about the recent housing programs sponsored by the tribe. She stressed the importance of a steady salary to the financing of certain types of housing. She introduced the students to the problems of long term financing. (This suggested that the problem of the change of economies from one based on exchanges of food and work to one based on exchanges of money can be the subject for an entire unit.)

The discussion of housing led to the problem of utilities, from the ancient irrigation to the modern

electricity and water. Next year utilities will be incorporated in the unit as an independent section. The section on clothing stressed the changes in style and propriety and ideas of what is beautiful at the same time as it examined the native materials and discussed adaptation to climate. The section on foods has not yet been completed.

The students did some of their own research and contributed many observations. For instance, the question, "What is a house?", was answered by asking the students to draw their own houses, and then to draw everything around their houses that is important to family life. The results showed how many essential elements of family living are outside the four walls of the Pima house, like water faucets, out-house, clothes lines, etc. A second result was to show that there isn't one single style of house today, but a fantastic variety of types.

Students also went on two field trips to gather material to build models of houses from the round house to modern. The first field trip was away from the river and no suitable material was found. The second field trip was toward the river and many materials were found. Thus, all learned an unanticipated lesson about the distribution of resources on the landscape.

The class did not make any judgments of better or worse, but tried to understand everything as part of a changing whole.

Unit for the 7th Grade. Teacher: Mrs. Gilliam

(Duration early March to early May. The planning for this unit started in the fall.)

The purpose was to place the Pima tribe in the context of a greater Indian historical tradition. The two principal ideas were: Though the Pima were unique, they shared many ideas with all Indian tribes since they all participated in a general Indian way of life. Indians were capable of elaborate civilization and all Indian tribes reflect ideas that were elaborated by the great Indian civilizations.

The unit parallels the study of ancient history and tends to try to correct the impression that only Western Culture has a long past of civilization.

The unit was divided in four sections:

1. Civilizations and Agriculture, showed the main centers of civilizations and the agricultural products on which they were based all over the world.

2. Mayas.

3. People of the Valley of Mexico. Studied the development of these great Indian civilizations and their elaborations of ideas that are common to all Indians, as well as their unique achievements.

4. The Early People in Arizona, the Hohokams and the Pimas.

Each section consisted of a textual presentation prepared by the consultant and read in class by teacher and students. The presentation was illustrated with slides and transparencies.

After each section the students worked on projects. The projects suggested ways the Pimas could be compared with the people studied. Food growing and preparation, clothing, house styles, religious ideas, and ideas about time, were topics that were studied in detail. The students prepared written answers and used transparencies to illustrate their points.

Doing the projects gave the opportunity for the students to consult a variety of books. However, many of the questions were meant to be best answered by common sense or by everyday observations in an Indian household. The students were reluctant to find the answers in their own heads rather than in the books.

The students worked in teams of 3 and 4, and at the end of the project presented the results to the class and illustrated them with transparencies. This method of presentation is common in programs presented by classes at school assemblies, but this time all the materials were produced by the students themselves.

One problem of the unit was to make it clear to the students that they were talking about Indians before the white man came, not of the Indians of today. No attempt was made to trace the survival of Indian ideas to the present since the consultant thought it would be a difficult task and perhaps offensive to the students. Students might have made their own conclusions or might have been confused. This is a failure of the unit, but

one that is counter-balanced by the increased awareness of the Indian tradition and its historical depth.

Other incidental activities of this consultant were the following.

a. A short lesson on the origin of Halloween practices in northern Europe and its spread to the U.S. and Southern Europe and their spread to the Latin American world and the Catholic Pimas.

b. To encourage Mrs. Daniels to use G. Webb's book, A Pima Remembers, in her junior level English classes and to have the students describe their lives of today to some hypothetical grandchild 50 years from now. The students had a great deal of difficulty grasping these ideas but they are now working on them. No results yet.

c. A planned presentation for Mr. Jones' 8th grade science class on Indian knowledge of astronomy and notions of time, was given in May. (This and the Halloween lesson will be available in the center for teachers who want to use them.)

Evaluation

Direct testing of what the student has learned is not possible or advisable, since the aim of the units was to open possibilities, not to structure the response of the students.

This much can be said:

--There was an increase of knowledge of Indians in teachers and students.

--There was an increased sense of communication between teacher and students in the 4th grade.

--There was an increase of attention and interest in the seventh grade.

--There was an opportunity for vocal presentation that the students managed well.

--There was the opportunity for the student to hear the plans of their tribe discussed by another Pima.

--There was the opportunity for the students to contribute out of their own experience.

--There was some contact with the land.

--There was active participation from the teacher.

--There was not enough involvement of parents and old people.

The units worked relatively well and can be used in future years. Mostly, they opened opportunities. The students accepted them in part, not wholly. It is not clear if the effect will be lasting. It is clear that it has to be reinforced each year at all levels.

There have been some changes in the atmosphere of the school. This consultant may have contributed to them only indirectly or not at all, but they give indication of a widening circle of interest. Every classroom now has several books on the Pimas, The Papagos and Pima Legends. The students are encouraged to use the books. Several teachers have assembled and presented programs on the Pimas. These things are indications that the study of Indian culture is assuming a greater importance in the eyes of the teachers and that they are becoming motivated to make special efforts in that direction.

Recommendations

The effort to prepare units for all grade levels should be continued. Three units might be a reasonable goal for next year.

A history of Pima contacts with Whites, the formation of the Reservation and the BIA is very important. It is important that more material be assembled in the center, like the photograph from the National Park Service in Globe, and other historical documents before the unit can be adequately illustrated.

Another unit would deal with the change of Pimas to a money economy and study the various organizations that are to help the Pimas cope with the new problems. This would require a careful scheduling of resource speakers from the various agencies that are involved with the Pimas. The scheduling cannot be done by a part-time consultant, and it tends to overburden the staff of the Materials Center.

A third unit should try to involve the parents more directly into the activities of the school. This is more feasible in the younger grades. Perhaps a unit that stresses what happens in an Indian village from month to month: feasts, special preparations of food, planting of gardens, and other activities could achieve this objective. This unit would require that the teacher spend a great deal of time planning the activities in connection with the consultant and, eventually the parents. The result is that she would have to be free of her class completely for at least two or three hours each week.

More free time for the teachers is the most emphatic demand of this consultant for next year. A lesser demand is a budget of around $50 to supply some of the reference books that the consultant checked out of the ASU library for the use of the students in their projects. The books should be held by the school library or the Materials Center.

CHAPTER V

ART EDUCATION

Mr. Ed Shipp, Consultant
Instructor in Art
Arizona State University

General Objectives of Consultant Services

This year's program centered around the problem of attempting to involve, but not overburden, as many of the teachers as possible in each of the four schools. In relation to this a survey was made early in the year to determine what use had been made of materials and resources purchased last year. It was found that many of the physical classroom supplies were in use or had been used, but the books placed in the school libraries had not been checked out. This finding plus last year's recommendations led to the establishment of the following objectives:

1. To meet with individual, interested teachers and discuss specific classroom problems and possible alternative solutions.
2. To conduct workshops in the use of available material for interested teachers.
3. To coordinate with other consultants in the production of relevant, culture-oriented instructional materials.

4. Purchase more supplies for classroom use, and aid in finding sources of supply for further requisition by individual schools.
5. Facilitate the use of professional texts through both workshop contact and individual conferences.

Description of Consultant Services

As this was the second year of the program, much of the consultant service hinged on recommendations made at the end of last year. Three primary services were implimented to this end:

1. Workshops in printmaking were held in two of the reservation schools. These were attended by interested teachers from all four of the schools involved in the project. All forms of printmaking were discussed and each teacher had a chance to make at least one type of print with materials now available for classroom use. This gave opportunity for direct contact with a large group of interested teachers and a chance to reinforce the value of the texts available to them in everyday situations when the consultant cannot be utilized.
2. Meetings were held with individual teachers who desired help with specific problems relating to their unique classroom and grade level needs. These contacts gave the consultant opportunity

to establish what materials etc. were most desired for next year's order, and also reinforce once again the possibilities of using the available texts and professional resources.

3. Illustrations for supplimental reading materials were prepared in cooperation with Dr. Piercey, the Reading Consultant, and Mr. Buchanan, Project Coordinator. These illustrations were done by children from all the schools on the reservation using culturally related stories and legends written in their classes as motivation. These stories and illustrations will be reproduced and used as classroom enrichment material next year.

Evaluation of Consultant Services and Programs

An evaluation of this year's services must be made in relation to the different facets of the program undertaken. The workshops in printmaking seemed to be well received by all the teachers attending and most expressed a feeling of new confidence in working with these materials in their classrooms. Those teachers who asked for individual help or cooperation with specific problems also seemed quite satisfied. It was possible, on some of these occasions, to spend one or two hours discussing possible solutions and alternatives. Not enough teachers became involved in this

sort of discussion. However, hopefully, it was because the workshops were effective and allowed time for questions. The illustrations for the reading materials were handled quite well by the teachers involved and this is an encouraging sign as to the potential for projects like this in the future.

Recommendations for Future Consultant Services

The following possibilities are recommended in light of the experience this year:

1. Next year's program should continue the workshop approach begun this year. If possible, longer time periods should be allotted for these to allow discussion of the philosophical background of art experiences in the schools.
2. Continued emphasis should be placed on the facilitation of supply procedures and adequate teacher recognition of where these materials are available (i.e. Instructional Materials Center, Requisition, etc.)
3. Coordination among various consultants has been much more effective this year and should be continued and refined.

CHAPTER VI

EDUCATIONAL MEDIA EQUIPMENT AND MATERIALS

Dr. Joel A. Benedict, Consultant
Professor of Education
Director, Audiovisual Center
Arizona State University

General Objectives of Consultant Services

The task assigned to the Audiovisual Center, Arizona State University, for the academic year 1968-69 was to produce a 16 mm. color motion picture, 15 minutes in length, depicting the past and present status of education, community life, and economic progress of the Pima people. On October 2, 1968 the Center submitted a proposal containing standards and conditions under which the film was to be produced. The proposal was accepted by Mr. John O'Brien, Education Program Administrator for the U. S. Bureau of Indian Affairs, Pima Agency Branch of Education, and work was started on the film.

Objectives of the Pima Film

The Pima film was designed to trace the history of the Pima Indian people and to show the present community structure in relation to education and industrial progress on the Gila River reservation. Primary audience appeal was directed to Pima Indian children and adults in order to:

1) Develop an awareness of the important elements of the Pima culture; 2) Learn of the history of the Pima culture, the culture of the Southwest United States, and their importance to the total American culture; 4) Develop a sense of pride in being a Pima and a desire to maintain those elements of the Pima culture that will make a positive contribution to himself and the world about him.

What Has Been Accomplished

William J. Dempsey, and Verdis R. Keller, administrative assistants in the Audiovisual Center were assigned to work on the film. Mr. Dempsey researched available sources for background and conducted interviews with persons familiar with the Pima past and present, from which investigation a film script was prepared. Mr. Dempsey and Mr. Keller then made approximately 20 trips to the reservation to film the scenes for the picture. There were approximately 50 separate scenes contained in the final product. Locations were selected so as to provide the audience with identifiable features on the reservation. Authenticity was maintained throughout the filming. Mr. Ralph Dixon, a member of the Pima Tribe, was selected to narrate the voice background. Splendid cooperation was given the Center throughout production of the film. Especial mention is made to personnel of the Casa Grande National Monument, principals, teachers, and students of all of the schools visited, and the people of the Gila River community.

Evaluation

No evaluation has been attempted because the motion picture has not been released as of the time of this report. It is anticipated that the film will be completed by May 20, 1969.

Recommendations for Future Films

In view of the vast amount of information it was possible to include in the Pima film, it is felt that the motion picture medium is an ideal one for the purposes it was made. A motion picture made in the environment of the people it is designed to influence has an undeniable value because of the interest it generates in an audience who feel a personal association with subjects and scenes familiar to themselves. Objective areas, such as those under which the Pima film was made, lend themselves excellently to the educational attributes of the motion picture format. It is recommended that additional films be considered as a means toward attaining selected objectives of the project. Total cost of the film is estimated to be under $1,600.

CHAPTER VII

READING

Dr. Dorothy Piercey, Consultant
Assistant Professor of Education
Arizona State University

Objectives

The direction of the services of the reading consultant was provided by:

1. The major, over-all objective of the project for 1968-69: assistance to the Pimas in the development of a positive self-image and a sense of pride through better knowledge, understanding, and appreciation of the Pima culture; and
2. The specific proposal of the project: establishment of instructional centers for Pima culture.

These two objectives have been interwoven into the reading consultant's phase of the project and have emerged with an end product, a catalogue of reading lessons based on original stories written by children which reflect the Indian culture. The end product is to be deposited in the instructional centers for use by teachers and pupils of Pima Central, Casa Blanca, Gila Crossing and St. John's Indian Schools. (A cross reference should be made here to the report of the art consultant since the reading

lessons were illustrated by children in the four schools under the art consultant's supervision.)

Description of Consultant Services

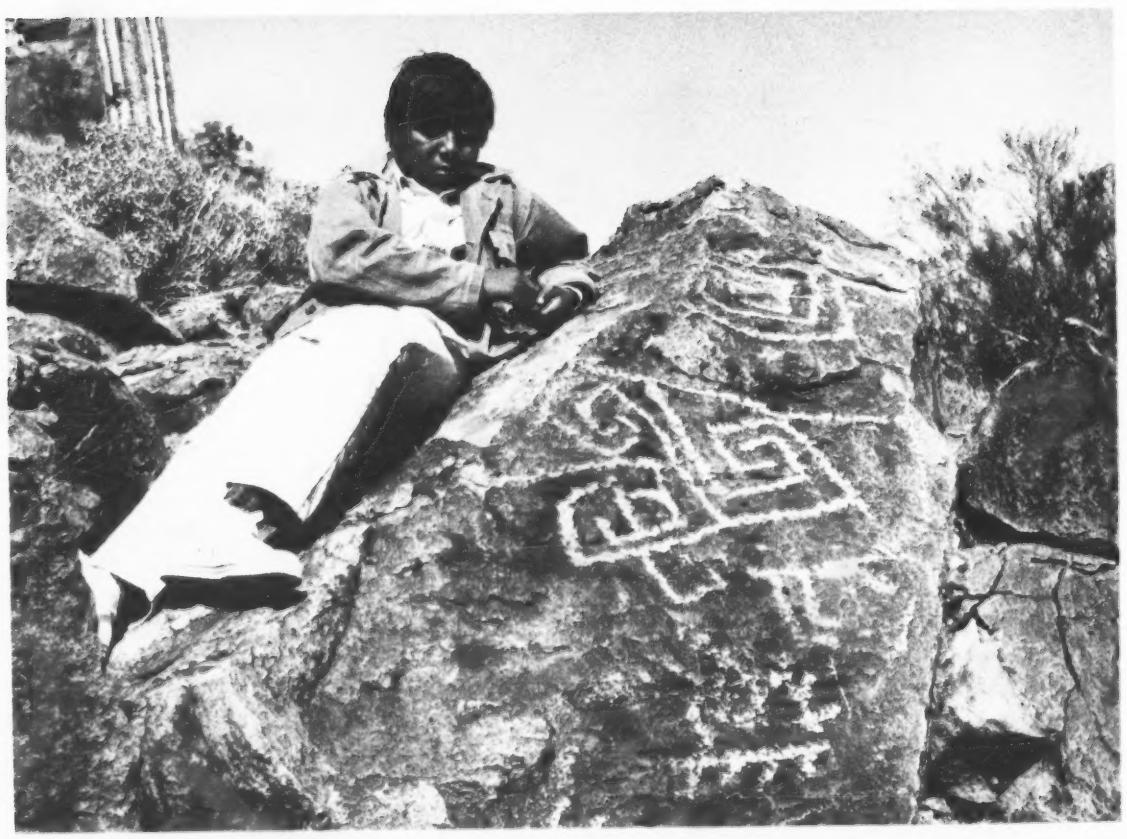
The plan for accomplishing the above objectives incorporated four language skills: speaking, listening, writing, and reading. In order to prepare a story based on Pima history, culture, and heritage, the child was called upon to use the first three skills: speaking, listening, and writing. The fourth skill, reading, will be involved when teachers select stories from the instructional centers to be read by the children in their classrooms.

Speaking. In order to gather information on which to base his or her story, the child interviewed members of his family and/or others in the village, asking them to relate tribal legends, histories of the community, and other stories handed down through generations.

Listening. As the interaction took place between the story-tellers and the child, he used his listening skills and questioning strategies. He was called upon to organize concepts on intake and synthesize them into ideas that would emerge in his original piece of writing.

Writing. Under the immediate supervision of their classroom teachers, the children wrote their stories. The teachers guided the children in improving and refining the stories and then submitted them to the reading consultant.

Pima Indian students show audio-visual aids they have prepared for use in presentations about relationships between the Mayan Indian culture and the Pima Indian culture.



Pima Indian student on a field trip poses beside "rock pictures" (petroglyphs) found on the Gila River Indian Reservation.

Reading. The stories and accompanying reading aids (described below) are to be housed in the instructional materials centers. Here the teachers from Pima Central, Casa Blanca, Gila Crossing, and St. John's Indian schools may preview the materials and order copies of them. In the classrooms, the materials will serve as reading lessons built on stories written by Indian children for Indian children.

Description of Converting Stories into Reading Lessons. Using the stories as the base, the consultant prepared instructional materials in the form of reading lessons, proceeding in this order:

1. All stories were read.
2. Selection was made of the stories which were to be incorporated into the reading lessons.
3. Those selected were edited.
4. For each story the consultant wrote a short, prefatory blurb which included the name of the child who wrote the story and something about the story itself. Example: "When we are out on the desert, we are very careful to get out of the way of a rattlesnake. He has sharp fangs. If he bites us, we may get very sick. But the rattlesnake did not always have fangs. Dane Peters tells us how he got them."

5. The stories themselves were typed 4½ inches wide on 8½ by 11 sheets of paper. The width of column was selected as an appropriate span to facilitate efficiency in reading.
6. To the left of the story, space was provided for the child to copy those words from the text which troubled him as he read. It was suggested that the teacher use these words as a basis for diagnosis, for teaching and/or reteaching.
7. To the right of the story, selected words were accompanied by their phonetic spellings and simplified definitions. It was suggested that the teacher go through the glossary with the class prior to the reading of the story in order to review word meanings the children might have forgotten and to show them where they can get help when a word proves troublesome. Example:

   sniffed - snift'

   smelled
8. Each story was identified by a number in the upper righthand corner. The teacher will use this catalogue number when ordering copies of the reading lessons from the instructional centers.

9. Attached to each lesson is a page for the teachers' use. On it are general suggestions under the caption, DEAR TEACHER. The suggestion is made that the teacher test the children's recall of story facts, that is, literal comprehension, in her usual manner. In addition to her own story questions, it is suggested that she use the activities prepared by the reading consultant. They appear under a heading, CREATIVE QUESTIONS. When the teacher uses the questions with the children, she will, in essence, be testing comprehension at the top of the hierarchy, the creative level. Creative questions, answered orally, are useful in checking a child's ability to project his own thinking in areas relating to the text. A child's answers to creative questions often provide clues which enable a teacher to understand him better. <u>Examples</u> of creative questions provided:

   a. If you were Etoi, how would you punish Coyote for looking back?
   b. If you had to give up one of your five senses--seeing, hearing, tasting, smelling, touching--which one would you choose? Why?
   c. The opposite of failure is success. What are some of the things at which you are successful?

d. Finish this sentence: "When I grow up, I want to . . . ."

e. If you could have any nickname you wanted, what would you choose for your special name? Why?

f. Why is it sometimes harder to fit yourself into someone else's shoes rather than accept yourself just the way you are?

Teacher's pages were identified in the upper righthand corner with the number corresponding to the child's pages; for example, the child's pages comprising the lesson may be identified as #101; the teacher's page was marked #101 Teacher.

Evaluation of Consultant Services and Program

Because use of the program is not scheduled until the 1969-70 school year, evaluation of its effectiveness must be postponed until evidence is gathered, presumably June, 1970. At that time teachers who have used the materials with their classes should evaluate the effectiveness of the materials. Those teachers who elect not to use the materials should have the opportunity to state their reasons and to criticize the materials.

It is hoped that the program will contribute to the building of Pima self-image and self-respect by means of:

1. Pride in a product - a collection of stories written by and credited to the children. Each

story contains the byline of the author.

2. Rapport with elders built during the interviewing.
3. Knowledge of heritage as passed on through storytelling from elder to child.
4. Writing for the purpose of providing reading materials for peers.
5. The feeling of making a contribution.
6. On the part of the users of the stories, honor in receiving a useful gift from older peers.
7. Interviewing skills, questioning, conversing.
8. Reading skills practices on materials concerning heritage and culture.
9. On the part of adults, reacquaintance with tribal stories as they retell them to inquiring children.

Recommendations for Future Consultant Services

1. If culture-oriented reading materials prove to be better motivators for Indian children than commercial materials, it is suggested that additional materials similar to those in this year's project be prepared.
2. The future reading consultant may wish to work directly with the teachers, helping them prepare the instructional materials in place of preparing them himself.
3. In-service training may need to be given to assist teachers with questioning strategies, especially at the creative level.

CHAPTER VIII

SCIENCE

Dr. Ernest E. Snyder, Consultant
Professor of Science Education
Arizona State University

Objectives

To develop science units based on the environmental and cultural climate of the Pima children.

This general objective was clearly stated in Mr. John O'Brien's charge to the teachers, administrators, and consultants at the orientation meeting August 30, 1968. The science consultant, therefore, conferred with the principals and teachers of the schools regarding their thoughts about what should be the next step in developing a comprehensive science curriculum in grades one through six. Almost without exception, these people urged that science should begin where the children are: the Pima environment of the Gila River Reservation.

The decision was made to begin developing units for the first grade (or first and second grades in combined classrooms) with the hope of producing units for the second grade in 1969-70 and third grade in 1970-71, etc.

Description of Consultant Services

Classroom teachers of the first grade (or first and second combinations) in the reservation schools were consulted concerning what units they thought should be developed. The following sequence of units was projected:

1-A Soil

1-B Water

1-C Air

1-D Plants

1-E Animals

1-F Light and Color

1-G The Seasons

1-H Sound Energy

Units 1-A through 1-D were produced in typed, preliminary versions for trial teaching. Each unit was developed by:

1. Obtaining teachers' ideas about what they thought should be included.
2. Selecting activities (experiences) appropriate to the grade level and in keeping with the environmental and cultural background of the children. Sources for most of the activities were:
   a. The Elementary Science Study of the Education Development Center.
   b. The American Association for the Advancement of Science program, Science - A Process Approach.

c. The Science Curriculum Improvement Study.

d. The African Primary Science Project.

e. The science consultant's knowledge of elementary school science.

3. Writing or re-writing the activities in a form that could be utilized by teachers even though they might have a limited background in knowledge of science subject matter.

4. Working with the Project Coordinator to obtain the necessary materials and equipment to be available for teachers to borrow from the two Instructional Materials Centers.

Once the units were ready and the materials and equipment were obtained, meetings were held with the first and second grade teachers in the four schools (the Public School teachers at Sacaton were invited to participate since the lower grades have been phased out of the BIA school). Each teacher was given a binder containing the four units and was shown the materials that were provided to help them carry out the units activities.

The teachers were given time to look through the units and ask questions that led to discussion of certain aspects of the activities the children would experience. The teachers were asked to work with as many of the units as they could have time for between February and the end of the school year. They were requested to make notes about problems they encountered as they worked with the

children in using the materials as well as suggestions for expanding or improving the units. Emphasis was placed on the idea that these were trial teaching units subject to revision whenever it was deemed necessary.

The units were selected and developed in the climate of the modern science education philosophy of inquiry, exploration, and discovery for every child. Modern theory holds that the child does not attain the desired behavorial objectives of observing, interpreting, comparing, classifying, measuring, inferring, hypothesizing, communicating, predicting, controlling variables, and experimenting by reading from a book about science or hearing someone tell him about science. Every effort is made, therefore, to involve the child directly by providing him with the necessary materials, a minimum of direction, and the opportunity to learn for himself about his natural and science-modified world.

Most of the materials and equipment for these first units are to be found in most schools and homes within the experience of the teachers or children. The principal exception to this is the Blister Viewer Electric microscope. Despite the formidible name, these low-power instruments are very simple to operate and first graders learn within minutes to manipulate them with good results.

By the end of April, 1969, teachers at all four schools were using or had used one or more of the units. The science consultant visited the schools periodically to determine what progress was being made and to help with problems that arose.

Evaluation of Consultant Services

As of September, 1968, the science programs in the four schools in grades one through six varied from essentially no science to a maximum use of available materials by a few teachers. The nature and extent of the program seemed to be related directly to the desires of individual teachers. Unless teachers have had specific training in elementary level science materials and methods and unless they have some motivation toward teaching science, many of them simply do not bother--and this is by no means confined to Gila River Reservation schools. There seems to be a definite lack of direction within schools with regard to a coordinated, concerted science education program. The recommendations that follow point toward solving this problem.

It is felt that the familiar materials and simple concepts and activities that comprise the new first grade units will motivate the teachers to make use of them and increase use of the other science teaching resources in the schools. Most of the first grade teachers are using the units and generally are pleased

with the results. They are discovering that children can discover and learn for themselves and with a minimum of direction from the teacher. It is the science consultant's belief that the teachers will make use of the new units before they will go to the commercial types for the reason that these units were developed for them and their children. The reports from the teachers and the observations of the consultant are most encouraging.

Recommendations

It is recommended that:

1. That first grade teachers use the four trial teaching units again in the fall of 1969.
2. The remaining four first grade units be developed along with eight units for second grade during the 1969-70 project year (see p. 5).
3. Some consultant time be alloted to helping some of the more reluctant teachers begin using the units.
4. A one-half time science supervisor or consultant be employed by the schools or the project to implement and coordinate the science program.

SUBJECT MATTER FRAMEWORK

GRADE LEVEL								
1	Soil	Water	Seasons	Light and Color	Sound energy	Plants	Animals	Air
2	Soil	Clay products	Plants	Heat energy	Animals	Day and Night	Levers and Wheels	Weather
3	Soil and Water	Weather	Weathering	Rocks	Animals	Plants	Moon watching	Gravity
4	Soils	Plants	Animals	States of matter	Sun watching	Light energy	Home chemistry	Foods
5	Soil sources	Wind and Water	Rocks and Minerals	Atmosphere and Weather	Electrical energy	Classifying Plants and Animals	Star watching	Flight
6	Microcli-mates	Plants and Animals	Physiology	Structure of matter	The earth as a planet	The uni-verse	Space exploration	Chemical energy

CHAPTER IX

SOCIAL STUDIES

Dr. Charles Malone, Consultant
Acting Chairman, Department of Elementary Education
Arizona State University

Objectives (long range)

The long range objective of the project has been said to be that of assisting Pima Indians, young and older, to develop a far greater appreciation and understanding of their own very rich cultural background; these are Americans who have contributed so much, yet there seems to be a feeling among even their own that a gradual declining of pride in their background, in their way of life, has, and continues to occur. The last 1960's and surely the last 1970's will continue to cause what can only be described as an eroding of our "Society" in numerous ways. The Pima, even though he lives a more sheltered life on the reservation, has been engulfed like the rest of us and has observed a general degradation of family life, acceptance of traditional community mores, respect for law and order, and so forth. Many minority groups have chosen to follow an aggressive line in securing recognition; the peaceful Pima has not, but this does not mean he does not seek or deserve just recognition any less. How fortunate we non-Indians are who can help these, our fine fellow Americans, attain a more meaningful, purposeful, and

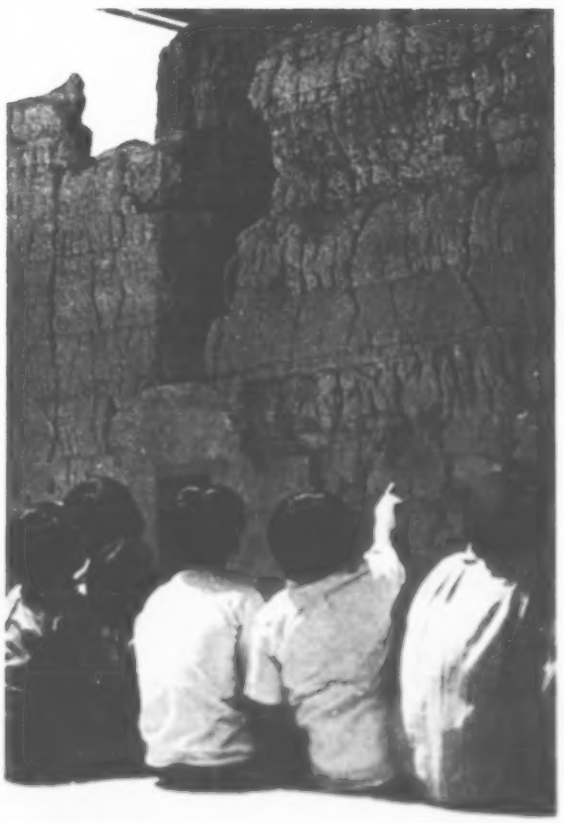
enlightened existence. Transforming these terms into reality, not just pipe-dreams, is what this project is all about, for the Pima Indian will reach these objectives in proportion to the success he has with educational opportunity and experience. If we could somehow help each child on the reservation to have a greater sense of pride in himself, his family, his background, thus elevating his self-ego and confidence we would have a citizen who will be a "giver-back" to our society, whether he lives in a mud shack on the reservation or in a Phoenix duplex.

Objectives (immediate*)

The wheels of progress cited above turn slowly but activities of 1968-69 suggest we have charted a course. The writer was requested to prepare a Social Studies Teaching Unit which would provide the pupils who participated with a greater insight and knowledge of their Pima way of life, past and present. This unit, directed to the 5th grade but adaptable to others, is to be placed in the Instructional Materials Centers being developed on the Reservation. The writer's contribution, considered if you will to be the short-range goals for 1968-69, are interpreted to be: (1) the preparation of the aforementioned unit, (2) a list of recommendations to be

* interpreted to mean to be accomplished during 1968-69.

Pima Indian children learn that their Hohokam ancestors helped in the development of the Southwest by sharing their land with the many visitors who used it for trade routes through what is now Arizona.



Pima school children marvel at the massive walls of the Casa Grande National Monument. Their forefathers once served as the architects of this "great house."

At the Casa Grande National Monument museum, Pima pupils learn about their ancestors, the Hohokams, who once inhabited the Gila River Valley area.

made for Instructional Materials Centers development, and (3) long range program suggestions.

Description of Consultant Services

In attempting to gain an understanding of the present level of curriculum sophistication the writer met with Miss Jimmie Arrington, a 5th grade teacher, to learn of the kinds of experiences the children have been previously offered aimed at meeting the objectives established for the unit. Miss Arrington reported on a few experiences which had been planned for her group; these were not a part of a formal unit taught each year in a specified scope and sequence.

The writer also visited with the school principal, Mr. Wallace Burgess, Dr. Bill Fullerton, and exchanged ideas with selected members of the consultant staff to determine the present content in Social Studies and especially those aimed at meeting the project's purposes.

An attempt was made to learn about how other Indian tribes had or were developing educational materials and curricula designed to perpetuate their culture. This investigation proved helpful and the knowledge gained is reflected in suggested unit activities.

Some time was taken just "poking around" Sacaton and the reservation in an attempt to learn more about the community, its services, its people, and yes, the problems as well as the advantages it offers to residents.

A day and one-half was spent early in the fall investigating materials normally found in Instructional Materials Centers, learning of the design of well-developed Instructional Materials Centers, etc. This proved very enlightening and it is suggested that future work should include a team of 2-3 who might visit the Prairie-Porter-Highlands-Belinder Schools located in Shawnee Mission, Kansas. These four Instructional Materials Centers have received national awards and will serve as a model of what "can be."

The writing of the actual unit proved quite time consuming. Several libraries were researched for similar units - nothing! Consequently it was necessary to simply begin from scratch, using no other resources as a guide, and relying strictly upon the over-all objectives as a basis for suggesting pupil activities. Since there are no immediate references which pupils can "read" which will offer the kind of experiences we sought it was necessary to prepare a unit which did not rely upon printed material to attain concepts and generalizations. As a result this is a "doing" unit rather than a "reading" unit. The result should be more beneficial to youngsters but the process was created out of necessity.

Evaluation

Since our objective throughout this year was not that of working directly with teachers but rather the development of materials, evaluation is complex. One unit at one grade

level is hardly a program revision but is a beginning and it is a basis on which similar units at different levels, all designed to foster the same kinds of objectives prepared for this unit, can be initiated.

Evaluation of the effectiveness of the prepared unit will, of course, take place throughout next year as it is placed in usage. Miss Arrington, who already has "experimented" with the type plan proposed and who has a motivation to instill in her children this culture appreciation, is the most likely one to "test" the unit. I know she would be likely to make many additions resulting in improved instruction.

Prior to the initiation of the unit a conference between Miss Arrington and the consultant should be held to make plans for teaching, pupil activities, unit evaluation, etc. Testing of pupils' ability to master concepts of the unit also need to be developed. Ideally this would be done co-operatively.

Certain other comments aimed toward evaluation are presented in the following section on recommendations.

Recommendations for Future Consultants Services and/or Programs

1. If the major objectives of this project are to be continued (Pima appreciation of their own culture, etc.) additional learning experiences in the way of teaching units should be developed.

2. In keeping with #1, teaching units for grades 1, 3, and either 7 or 8 should be written. I feel formal alternate-year study to be superior to an every year in-depth plan.
3. During 1966-67 it was recommended that a social studies scope and sequence program (the detailing of specified content to be taught yearly in each grade level) be written. To my knowledge this has not been done and it is considered essential to the ultimate success of the instructional effort. I urge this as a definite goal of the faculty for 1969-70. At present we are contributing to a piece-meal program. Time, talent, and money will be more appropriately used when each unit to be written in the future becomes a part of a coordinated, articulated social studies effort. Improved instruction throughout all grade levels is dependent upon a well-formulated scope and sequence arrangement.
4. Administrative and teaching personnel of the reservation should play a key role in studying the needs of the social studies program. It is wasteful to have a consultant alone prepare the scope and sequence program previously cited. Faculty must recognize a need for this endeavor and be willing to commit themselves to regularly scheduled meetings until the program meets with

their approval. Units imposed upon teachers are seldom as enthusiastically received as those in which they have a major part in writing.

5. If a scope and sequence plan can be developed for each grade level and be accepted by the faculty during the fall semester teachers would then be in a position to begin "unit writing by grade level" during the spring term. A realistic goal must be established and that may be one unit per year per teacher plus one during the summer if teachers are on a 10 month or longer contract. Do you see what can be accomplished in 12 months? A complete social studies program, or at least a major portion of it, can be written in that period of time. The potential is here! It can be accomplished!

6. Essential to step #5 will be qualified consultant assistance. The faculty will certainly need direction in identifying procedures and activities leading to the actual unit writing. I'm personally in favor of the fine teachers and administrators on the reservation being responsible to the greatest possible extent in developing the curriculum but their efforts will be of greater value if the services of an outside catalyst-consultant can be obtained.

7. Much progress has been made toward developing the Instructional Materials Center but there is such a distance yet remaining if a truly inspiring center of instruction is the objective. Again I propose faculty involvement. Faculty must know and understand the concept of Instructional Materials Centers and this might best be accomplished by the principal at Pima Central and one or more teachers visiting a "model" program. We need faculty motivation and enthusiasm; they need to observe first hand excellent facilities and discover how other teachers are utilizing this relatively new innovation. I propose that designated faculty members be allowed to spend two days in observing appropriate facilites accompanied by a consultant who can make all necessary pre-arrangements to insure maximum learning. Because of my own familiarity with the program I recommend the schools to which I earlier alluded.
8. A truly great need exists for teaching materials -- an Instructional Materials Center is just another room unless its components and contents are such as to make it a valuable asset to instruction. Actually our goal should be to develop an Instructional Materials Center that is in every sense <u>literally the hub of the educational wheel</u>; it should be so equipped, so well organized, so

efficiently staffed, that the entire school's program is build around it. It should be a "beehive of educational exploration and discovery," a center of problem solving. To accomplish these aims calls for an abundance of materials in a facility conducive to faculty-pupil stimulation. I propose, therefore, that the administration commit itself to expressing the extent of its financial committment for the next several years. This will place clearly in focus whether we are truly serious about the kind of Instructional Materials Center we are after or whether we are a part of a patch-work operation. This should not be interpreted in the slightest to suggest that the authorities do not want what is best for their pupils; they do, I'm convinced of that. But a quality Instructional Materials Center requires a strong monetary committment over many years. Other Bureau of Indian Affairs schools have developed facilities of which any community in the nation can be proud. Sacatons' pupils deserve the best!

9. A co-ordinated map-and-globe skills program is vital to effective social studies instruction. I propose that a major map and globe distributor (Example, Nystrom Co.) be requested to send a representative to the reservation to conduct a survey of present holdings. The expected outcome

of this would be the ordering of new materials that would be properly suited educationally to the youngsters they serve. Improperly placed maps and globes, often out-dated, are common place and represent a situation which should be corrected.

10. In view of recommendation #8 and #9, I further propose that future funding be sought for the construction on an entirely new Instructional Materials Center, one of such size as to accomodate the long range needs of the pupils and faculty. I propose this be done as early as possible and that the present Instructional Materials Center be abandoned. It is in my judgment a deterrent and impediment to pupil motivation rather than a stimulating, exciting center of learning. A new facility should be constructed after very careful study of needs to be met; it should be located as nearly as possible to the geographical center of grades 3-8. If I seem adamant about abandonment of the present Instructional Materials Center it is only because I know the value of a well-designed new facility. There is in my opinion no way to make the present unit entirely satisfactory. And I don't believe any of us are willing to settle for second-best as we consider opportunities for our children.

11. I propose that the above plans be put on the launch pad immediately and readied for "blast-off" as early as orientation week in September. We can begin discussing scope and sequence, inventorying present materials, requesting single copies of aids which may be studied and later ordered in greater quantity, etc.

12. As a lead-in to the work to be done I propose that a tailor-made workshop in Social Studies be organized to be taught in Sacaton during the first semester. So very, very many of the tasks associated with this total project could be undertaken by the participants working under the direction of a University consultant who would function as the lead instructor, calling in other instructors to provide specialized assistance. I suggest that the enrollment fee be born by the school, thus relieving any anxiety which might exist pertaining to the minimum enrollment of 22 being met.

13. In the event an extension course is not fielded I propose that the school pay the enrollment fee for as many teachers as desire to enroll in a 1, 2, or 3 hour independent study course, emphasis Social Studies. This would allow a number of individuals to be immediately helpful to the development of an improved school-wide improvement program. The same instructor should work with all independent study enrollees for purposes of complete articulation.

14. Dr. Wes Measel, on leave during 1968-69, is hereby recommended as the chief instructor of an extension course and/or independent study director. He has participated in an academic year institute in Social Studies at the University of Washington. I believe his services would be very valuable if he would accept the responsibility.